

Teachers' Strategies In Teaching English Vocabulary At Wca Cruise Ship Hospitality and Culinary Training Center Jakarta

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Abstrak

Menekankan pengajaran kosakata adalah pendekatan yang sangat efisien untuk meningkatkan pemahaman Bahasa Inggris kepada siswa. Kosakata adalah dasar untuk membangun kalimat yang bermakna dan secara tata bahasa akurat, menekankan pengajaran kosakata adalah pendekatan yang sangat efisien untuk meningkatkan pemahaman bahasa Inggris siswa. Siswa terkadang kesulitan untuk memahami bahan bacaan, mengungkapkan pemikiran mereka, dan berpartisipasi dalam debat kelas tanpa dasar bahasa yang kuat. Oleh karena itu, pengajaran kosakata harus relevan, menarik, dan disesuaikan dengan kebutuhan siswa tidak boleh terbatas pada pembelajaran hafalan daftar kata. Sebuah studi *WCA Training Cruise Jakarta School* melihat bagaimana guru menangani pengajaran bahasa dan bagaimana berbagai pendekatan mempengaruhi siswa. Studi tersebut menemukan bahwa kurangnya kosakata merupakan hambatan signifikan bagi pembelajaran siswa melalui wawancara, survei, dan analisis dokumen. Para guru menggunakan beberapa teknik—termasuk permainan, terjemahan, media, pantomim, dan aktivitas fisik—untuk membuat pembelajaran lebih menarik dan efisien sebagai respons. Teknik-teknik ini membuat pengalaman belajar menjadi lebih menyenangkan dan membantu siswa mengingat istilah-istilah baru dengan lebih mudah. Studi tersebut menemukan bahwa pengajaran kosakata yang efisien memerlukan strategi yang berbeda dan berpusat pada siswa yang mendorong

Kata Kunci : Strategi Pengajaran, Kosa Kata, Siswa

Abstract

*Emphasizing vocabulary teaching is a very efficient approach to improve students' English comprehension. Vocabulary is the foundation for constructing meaningful and grammatically accurate sentences, emphasizing vocabulary teaching is a very efficient approach to improve students' English comprehension. Students sometimes struggle to comprehend reading materials, express their thoughts, and participate in classroom debates without a strong language foundation. Therefore, vocabulary teaching should be relevant, interesting, and tailored to students' needs and should not be limited to rote learning of word lists. A study *WCA Training Cruise Jakarta School* looked at how teachers approach language teaching and how different approaches affect students. The study found that lack of vocabulary is a significant barrier to student learning through interviews, surveys, and document analysis. The teachers used several techniques—including games, translation, media, pantomime, and physical activity—to make learning more engaging and efficient in response. These techniques made the learning experience more enjoyable and helped students remember new terms more easily. The study found that efficient vocabulary teaching requires different, student-centered strategies that encourage*

Keyword : Teaching Strategies, English Vocabulary, Students

Introduction

English is now an international language often utilized all over the world for communication in many different sectors like commerce, education, and technology (Ghalebi et al., 2021). In the age of globalization, Indonesia views English as a vital foreign language to learn. Success in many industries, including academia, travel, and the labor, is more and more linked to English ability. Among the important aspects of learning the English language, vocabulary is especially important at all levels—elementary, intermediate, and advanced. The growth of the four main language skills—listening, speaking, reading, and writing—is founded on vocabulary. These abilities cannot be properly developed without enough vocabulary knowledge (Wu et al., 2024).

In Indonesia, despite the emphasis on learning English from elementary to high school, many students still struggle with vocabulary acquisition. Students with limited vocabulary tend to face challenges in understanding texts, expressing ideas, and engaging in meaningful communication. On the contrary, a strong vocabulary base enables better comprehension and fluency (Cravalho et al., 2020). This gap in vocabulary knowledge is especially evident in contexts where English is not the primary language, such as in the case of students training to work on cruise ships, where English proficiency is crucial for their future roles. In these scenarios, vocabulary acquisition is even more critical for the students' success in their careers.

The lack of sufficient vocabulary knowledge is not just a matter of knowing individual words but also understanding the broader aspects of vocabulary, such as word frequency, collocations, morphological structures, and semantic nuances. Difficulties arise when learners attempt to choose the appropriate word to convey specific meanings, especially when they lack familiarity with contextual usage or semantic distinctions (Bennett, 2006).. This is particularly problematic for students who need to apply English in specialized settings, such as hospitality or maritime industries, where the context and vocabulary usage differ from general classroom scenarios (W. P. Sari, 2018).

The research gap in this area lies in the teaching strategies used to improve vocabulary acquisition in specific contexts, such as for students preparing to work in the maritime industry. While much research has been done on general vocabulary teaching methods, few studies have explored how specialized fields, such as cruise ship training, influence vocabulary teaching and learning. Therefore, there is a need to explore the specific strategies that can help these students overcome the vocabulary challenges they face. Moreover, the strategies used by English teachers to facilitate vocabulary acquisition are crucial for the students' language development. According to Hamruni (2018), teaching strategy refers to a comprehensive educational activity conducted between teachers and students aimed at achieving effective learning outcomes. Despite the challenges, many students still do not fully grasp English, even after years of study. This makes the role of the teacher in selecting the most effective strategies for vocabulary teaching even more significant. Teachers must be creative in selecting appropriate techniques, resources, and activities to support vocabulary retention and comprehension (Ghonivita et al., 2021).

In light of these challenges, the current research aims to explore the teaching strategies used by educators in specialized settings such as the WCA (World Cruise Academy) training for cruise ships. This study will examine the difficulties faced by teachers in vocabulary instruction and categorize the strategies employed to address these issues (Tavoosy & Jelveh,

2019). It will also explore how effective these strategies are in helping students overcome vocabulary challenges and improve their language proficiency. The purpose of this research is to contribute to the field of English language teaching by identifying effective vocabulary teaching strategies that can be applied in specialized contexts.

The research aims to fill the gap in understanding how English vocabulary can be effectively taught in the context of professional training programs, particularly in the maritime industry (Nation & Hunston, 2018). By examining how teachers in these settings address vocabulary acquisition challenges, this study will provide insights into the best practices for improving vocabulary learning. This research will also investigate the impact of different teaching techniques, such as the use of visuals, realia, games, and contextual guessing, on vocabulary retention and overall language competence (Heidari, 2023).

In conclusion, this study will provide a comprehensive understanding of the methods and challenges involved in teaching English vocabulary in specialized settings. It will offer practical recommendations for educators to enhance vocabulary acquisition and improve students' proficiency in using English effectively in real-world contexts. Through this exploration, the research hopes to contribute valuable insights to both the academic field of language teaching and to the professional development of English language learners in the maritime industry.

Method

The descriptive qualitative design of this study is grounded in the theoretical framework of qualitative research, which emphasizes the exploration and interpretation of human experiences and social phenomena in their natural settings. According to (Sugiyono, 2015), qualitative research is focused on understanding the meanings individuals or groups ascribe to a particular issue, behaviour, or experience. In this study, the researcher aims to capture the lived experiences of students and instructors within a specific educational context—vocabulary acquisition in cruise ship training. The descriptive nature of the study allows for an in-depth understanding of the complexities involved, capturing detailed narratives and insights that can inform teaching strategies. By employing this design, the researcher can interpret the data from the participants' perspectives, which is central to the qualitative research approach (Sugiyono, 2015). This design supports the goal of uncovering the social, educational, and cultural contexts that influence vocabulary learning, ensuring that the findings reflect the real-world challenges and practices experienced by those involved.

The theoretical foundation of this design draws on naturalistic inquiry, where the researcher seeks to understand human behaviour as it occurs naturally, without manipulation or control. In this research, the aim is to document and analyse how English vocabulary is taught in a vocational training setting, focusing on the actual strategies and challenges faced by teachers. The descriptive nature of the study enables the researcher to capture the richness and complexity of real classroom practices. This study is qualitative descriptive. Drawing conclusions then, qualitative description is a kind of research that use the technique of gathering, describing, classifying, and analysing information. Classroom observations were carried out. Teachers at WCA Training School were the focus of the study. The process of teaching vocabulary to students at WCA was the focus of the study. The author who gathered background material is the source of this study's data. Documents, the teaching and learning process in the classroom, and teacher interview responses provided data. Events, informants, and records provide data sources. The methods of gathering data are surveys and

documentation. Data analysis methods are data reduction which can be defined as the process of selecting, simplifying, and transforming data into field notes, and after that all data has been selected and condensed. The last step is to provide the outcomes of data processing and finish the study conclusions.

Data Collection Methods

Data gathering is the key first step in conducting research. The researcher in this paper gathered data via documentation and an interview. claimed that document is any preserved or recorded concrete or symbolic signal for reconstructing or demonstrating a phenomenon, whether mental or physical. The paper here was the shape of the outcome from students' writing news item tests. The author then conducts interviews. Interviews help to gather great volumes of data that can be used to determine validity. Sight The first tool is:

a) Observation.

The primary tool for obtaining data on the teaching vocabulary is a checklist of observations. The emphasis is on what the tactics teachers employed in the classroom. This work used though non-participant observation approach. According to (Susanto, 2022), the non-participant observation is one in which the researcher neither engages in group activities nor pretends to be a member. Thus, by watching the students' activities in the learning process, the data will be gathered; notes will be collected on the state of the English learning process in which teachers' vocabulary teaching tactics were applied.

b) Interviewing

Interviewing the English teachers will provide the statistics. Interviewing the English instructor outside the classroom takes the information the teacher discovered in the teaching vocabulary by applying several techniques. The researcher gathers the data using interviews as a supporting tool. It is done when some knowledge is acquired by means of observation. During interviews, the researcher inquired about all aspects relating to the issue teachers encountered in teaching language Nation & Hunston, S. (2018), "Two fundamental styles of interviewing, are directive and non-directive". They also mentioned that a non-directive approach does not ask for yes or no question or provide a multiple choice rather it relies on an open-ended question will allow the reply to speak at length, to discuss a variety of facts Nacera, A. (2010). To understand how the students' interest in teaching vocabulary utilizing several ways. Claim that a directive approach limits and guides the students to concentrate on features of the issues.

c) Paperwork

(Sugiyono, 2013), defines documentation as a catalog of facts produced by individuals. It might form of image or monumental of art from university. In this study, documentation can be obtained from facts that is based on the documenter. Like the schools' state, facilities, the teachers' situation, and the students' situation. Documentation is a way to extract information—data—from a written resource or document linked to the object of study. By using the available value which utilized to pre-research, this approach obtains the data relevant variable.

Technique	Description
Observation	Using field notes and checklists, non-participant classroom observation
Interview	Open-ended questions in virtual or in-person semi-structured interviews.
Documentation	Examining and compiling textual materials including lesson plans, exercises, and classroom visuals.

Result And Discussions

Classroom observations, instructor interviews, and the examination of teaching materials all contributed to the results of this work. These approaches were utilized to fully understand the techniques used and the obstacles English teachers at WCA Training School encountered while teaching vocabulary. The data gathered showed the practical challenges teachers had applying different instructional methods in a vocational education setting as well as the numerous ones they modified to improve students' vocabulary acquisition.

Data Analysis and Research Findings

A. Data Analysis

The data for this study a thematic analysis method, which is a widely used technique in qualitative research for identifying patterns, themes, and insights from various data sources. The process involved multiple stages to ensure a comprehensive understanding of the teaching strategies implemented at the WCA Training School for English vocabulary instruction and the factors influencing their effectiveness. The data collected from interviews, classroom observations, and document analysis were systematically organized, coded, and analysed to reveal the underlying themes that would contribute to answering the research questions. By examining these various data sources, the analysis aimed to provide a holistic view of how vocabulary teaching strategies were employed and the challenges and opportunities that arose in the process.

The interviews with both teachers and students provided crucial first-hand accounts of the vocabulary teaching methods used in the classroom, along with the challenges students face in acquiring vocabulary. These interviews were transcribed and coded to identify recurring themes related to teaching methods, difficulties in vocabulary acquisition, and factors influencing student success. Initially, open coding was applied to identify core ideas. This was followed by axial coding, which organized these concepts into broader categories such as “teaching strategies,” “learner engagement,” and “challenges faced.” The final stage of selective coding refined the themes and linked them directly to the study’s objectives. Classroom observations complemented the interview data by capturing real-time teacher-student interactions, the use of teaching materials, and specific vocabulary teaching techniques like context-based learning and games. Similarly, document analysis of lesson plans, teaching materials, and student assessments was carried out to contextualize the interview and observation data, offering further evidence of the methods being used to enhance vocabulary learning. The triangulation of data from all three sources at the final stage ensured the validity and consistency of the findings, providing a comprehensive and accurate understanding of the factors that contribute to the effectiveness of vocabulary instruction at the WCA Training School.

Teaching Methods for Vocabulary

a) Media

Based on interview data, the instructor utilized a variety of media including audio-visual materials (videos, songs), flashcards, digital apps (such as Quizlet), and PowerPoint slides. These tools helped present new vocabulary in visually and aurally engaging ways, making it easier for students to connect words with real-world usage. For instance, videos were used to demonstrate the context of vocabulary in daily conversations, which improved students’ comprehension and retention.

b) Books

Observational data showed that English textbooks, storybooks, and vocabulary workbooks were regularly incorporated into instruction. Teachers encouraged extensive reading to build students' vocabulary exposure. Qualitative findings indicate that students who engaged with reading activities showed improved reading comprehension and a broader vocabulary range.

c) Translation

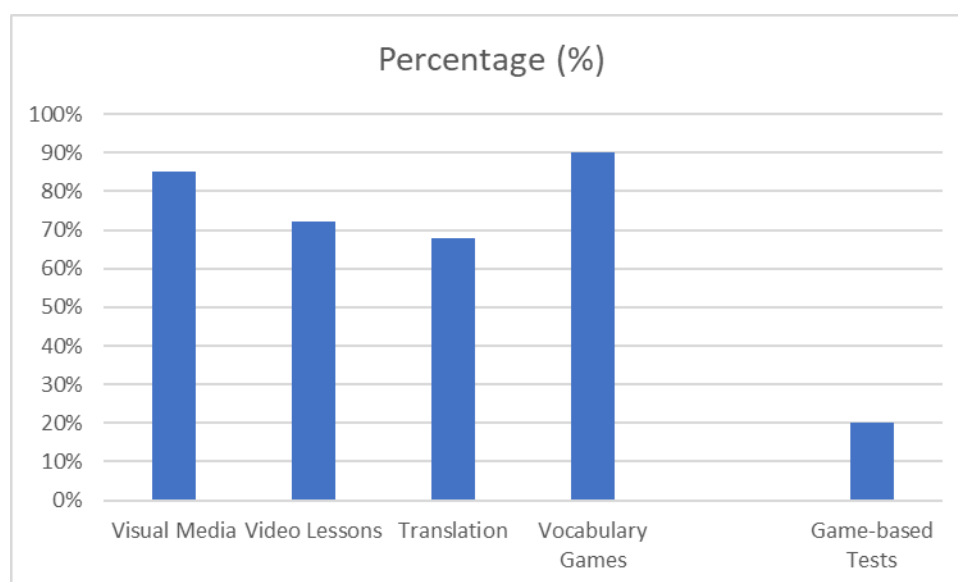
Through observation and student feedback, it was found that translation from English to the students' native language was a frequent method. This helped in understanding difficult words and reinforced memory.

d) Games

Interactive vocabulary games like crossword puzzles, Kahoot quizzes, and word-matching games were frequently used to make learning fun and reduce anxiety. Teachers observed that students participated more actively during game-based learning sessions.

Vocabulary Learning Strategies – Results

Strategy	Findings	Percentage (%)
Visual Media	Students said that visual media helped them recall new words more successfully.	85%
Video Lessons	Students liked video-based classes better than conventional lectures.	72%
Translation	Translating into mother tongue improved understanding and memory retention.	68%
Vocabulary Games	More student participation in vocabulary games	90%
Game-based Tests	Showed gains in vocabulary test scores following game use	20%



Studies indicate that the most well-liked and effective techniques to acquire vocabulary are visual and interactive ones. Although video lectures (72%) and visual media (85%) help

students to remember new words more quickly, vocabulary games encourage significant student participation (90%). Translating into the native language also helps to improve comprehension (68%). Still, test scores only rose by 20% despite greater game engagement, suggesting that the evaluation method has a major impact on learning effectiveness rather than just on student involvement. Vocabulary education is most effective with techniques that involve visual, interactive, and contextual components.

A. Factor of Influence Teaching Strategy for Vocabulary

Several key factors influenced the effectiveness of vocabulary teaching strategies at WCA:

1. **Teacher Factor**
Teachers' dedication, innovation, and classroom management significantly impacted teaching effectiveness. Teachers were seen as central agents of educational transformation, balancing various roles to foster meaningful learning.
2. **Student Factor**
Students' attitudes, motivation, and prior knowledge were crucial. Teachers adjusted their methods to align with students' learning styles and responsiveness.
3. **Learning Activity Factor**
A positive classroom environment with adequate materials and resources enhanced learning. Teachers who created interactive, resource-rich classrooms saw improved student engagement.
4. **Teacher Creativity**
Teachers demonstrated creativity by adapting textbook activities and integrating real-world scenarios. This flexibility helped maintain student interest and facilitated vocabulary retention.
5. **Learning Objectives**
Clear learning goals provided direction for vocabulary lessons. Teachers at WCA aligned their teaching with the specific vocabulary needs of the cruise and hospitality industry, ensuring that students acquired relevant and practical language skills.

Teachers' aspects, student factors, learning activity factors, infrastructure facilities, instructor inventiveness, learning material factors, student personality factors, learning objectives all relate to the elements affecting vocabulary instruction. Of all the elements listed above, each has a very crucial part in a learning. Which strongly supports the teaching and learning process to reach the learning goals swiftly and effectively.

B. Problem teaching vocabulary

We found the problem the teaching vocabulary such as:

- a. **Pronunciation**
Pronouns are often harder to learn. This is because pronunciation plays a key role in how well a word is remembered and used in communication. When learners struggle with pronunciation, it can affect their confidence and ability to recall the word correctly.
- b. **Spelling**
Mismatches between sounds and speech are likely to lead to spelling or pronunciation mistakes and can make a term more complex. Particularly troublesome are words like "foreign," "listen," "headache," "climbing," "boresome," "honest," "cabinet," "muscular," etc. that contain silent letters.
- c. **Grammar**

Research shows that words that are difficult to Grammar are more difficult to learn. The students are still unsure about how to use good and correct English grammar

d. Meaning

Learners are likely to mix two words when their meanings coincide. Make and do are two examples: you do the chores and do a questionnaire yet you make an appointment and cook breakfast. Words with several meanings, such as since and yet, can also be difficult for language learners.

B. Research Findings

The findings reveal that the use of multiple teaching strategies—media, books, translation, and games—helped foster an engaging and dynamic vocabulary learning environment. The integration of audio-visual materials allowed students to visualize vocabulary in context, while games motivated active participation. Reading activities reinforced vocabulary learning through repetition and real-world application. The multifaceted approach created an immersive learning experience, promoting better retention and recall of new vocabulary.

Furthermore, several factors were found to influence the success of vocabulary instruction:

1. Teacher Engagement

Teachers who adapted their lessons to meet the needs of their students saw higher engagement and success in vocabulary acquisition. Their ability to modify teaching materials and approach made the learning process more relevant and effective for students.

2. Student Motivation

Students' motivation, particularly in the context of preparing for careers in the cruise and hospitality industries, was a key driver of their success. Motivated students were more likely to engage in vocabulary lessons and retain new terms.

3. Resources

The availability of interactive tools and practical materials enriched the learning experience, providing students with diverse ways to engage with new vocabulary.

4. Flexibility in Instruction

Teachers' ability to modify their instructional methods to suit different proficiency levels allowed for personalized learning, ensuring that all students benefited from tailored vocabulary instruction.

The study concludes that WCA Training School's vocabulary instruction is characterized by a diverse array of teaching strategies designed to cater to different learning preferences and promote student engagement. The combination of media, games, translation, and reading activities created a dynamic, interactive learning environment that enhanced vocabulary acquisition. The success of vocabulary instruction was influenced by several factors, including teacher creativity, student motivation, available resources, and the clarity of learning objectives. However, challenges such as limited vocabulary knowledge and varying proficiency levels remain, and addressing these challenges through scaffolded, student-centered approaches can further improve the effectiveness of vocabulary instruction

Conclusion

The results of the study show that instructors at WCA Training School employ various strategies in teaching English vocabulary to students. The main strategies implemented include translation techniques, explanations, the use of visual media, and interactive games. The

translation technique is used to help students understand word meanings by translating from Indonesian to English and vice versa, which is considered a quick and simple way to introduce word meanings. Furthermore, material explanations are conducted regularly, for example by memorizing 10 new vocabulary words per week, which is still suitable for content related to hotels or cruise ships.

The use of learning media such as real objects, videos, pictures, and student books greatly supports the teaching process. Image-based teaching methods encourage students to actively provide comments and descriptions, thereby expanding their vocabulary. In addition, vocabulary games conducted interactively in a circle significantly increase student participation. Data collected through questionnaires, interviews, and documents indicate that the most effective learning strategies combine visual, interactive, and contextual elements. Visual media (85%), videos (72%), and games (90% participation) help students learn better, while translation aids understanding (68%). However, test scores only improved by 20%, suggesting that evaluation methods also impact learning effectiveness. The study recommends that the vocabulary materials and teaching methods at WCA Training School continue to be developed with an emphasis on visual and interactive strategies, while also paying attention to evaluation techniques to ensure optimal learning outcomes.

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